



July 2007

**DEPARTMENT OF EDUCATION**  
2006–2007 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. The *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2006-2007 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science and technology at grades 4 and 8, based on achievement standards set last year and disaggregated by student and school characteristics. The reports also contain baseline status in writing at grades 5 and 8, reported according to new standards set this year through a process approved by advisory committees and informed by Maine teachers. This report, together with MEA individual student and subject specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The writing reports provide information on a student's ability to respond to a prompt measuring narrative writing at grade 5 and persuasive/argumentative writing at grade 8. More information about the design of the MEA is available at [www.maine.gov/education/mea/index.htm](http://www.maine.gov/education/mea/index.htm).

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron  
Commissioner of Education



## School Report Grade 3

Test Date: March 2007 (Reports Revised October 2007)  
ID: 12221580  
District: MSAD 28  
School: Rockport Elementary School

### Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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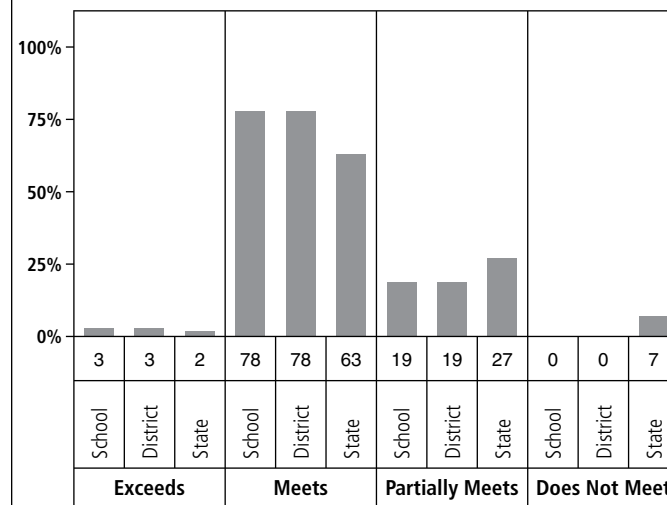
# SUMMARY OF SCORES

Date: March 2007  
Grade: 3  
District: MSAD 28  
School: Rockport Elementary School

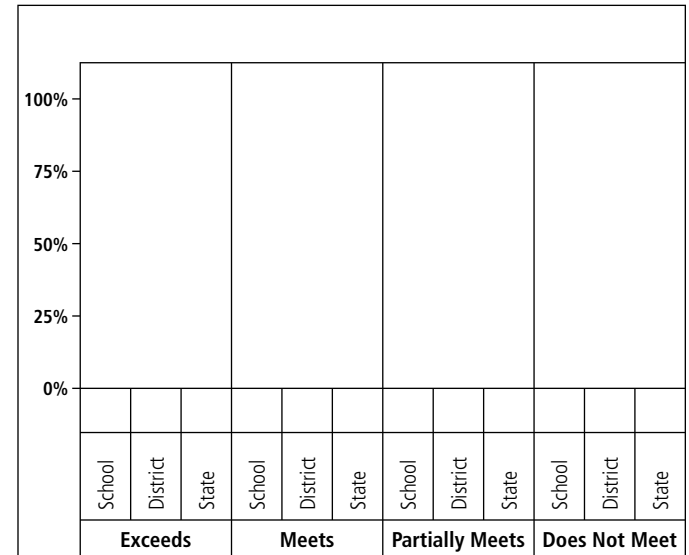
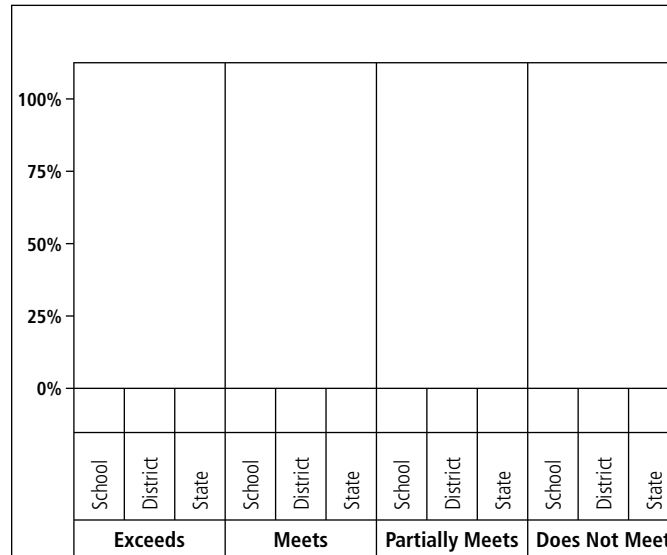
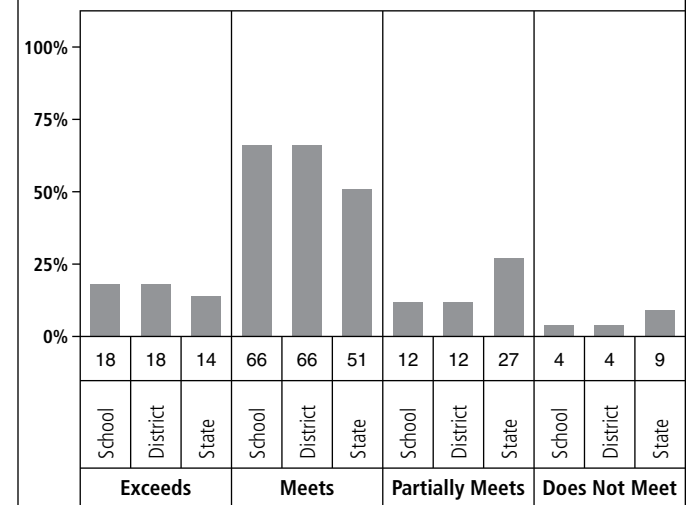
## Summary of School, District, and State Scores

Year	Average Scaled Score		
	School	District	State
<b>ELA – Reading</b>			
2005–2006	347	347	345
<b>2006–2007</b>	<b>347</b>	<b>347</b>	<b>345</b>
Cum. Avg. *	347	347	345
<b>Mathematics</b>			
2005–2006	349	349	344
<b>2006–2007</b>	<b>351</b>	<b>351</b>	<b>347</b>
Cum. Avg. *	350	350	345

### ELA – READING



### MATHEMATICS



\*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

# SUMMARY OF STUDENT PARTICIPATION

Date: March 2007  
 Grade: 3  
 District: MSAD 28  
 School: Rockport Elementary School

CATEGORY OF PARTICIPATION		Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																							
								ELA-Reading						Mathematics																	
		School		District		State		School		District		State		School		District		State		School		District		State		School		District		State	
		n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students		92	100	92	100	14114	100	90	98	90	98	14000	99	90	98	90	98	14001	99												
Ethnicity	African American	0	0	0	0	374	3	0	0	0	0	367	98	0	0	0	0	370	99												
	American Indian/Native Alaskan	0	0	0	0	94	1	0	0	0	0	93	99	0	0	0	0	93	99												
	Asian/Pacific Islander	2	2	2	2	252	2	2	100	2	100	246	98	2	100	2	100	249	99												
	Hispanic	1	1	1	1	179	1	1	100	1	100	173	97	1	100	1	100	173	97												
	White	89	97	89	97	13196	93	87	98	87	98	13121	100	87	98	87	98	13116	99												
	Not Reported	0	0	0	0	19	0	0	0	0	0	0	0	0	0	0	0	0	0												
Identified disability		16	17	16	17	2445	17	15	94	15	94	2425	99	15	94	15	94	2422	99												
Current LEP		0	0	0	0	339	2	0	0	0	0	326	96	0	0	0	0	332	98												
Economically disadvantaged		13	14	13	14	5495	39	13	100	13	100	5447	99	13	100	13	100	5448	99												
Migrant		0	0	0	0	5	0	0	0	0	0	5	100	0	0	0	0	5	100												

MODE OF PARTICIPATION <sup>3</sup>	ELA-Reading						Mathematics											
	School		District		State		School		District		State		School		District		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Participation without accommodations</b>	81	88	81	88	11043	78	81	88	81	88	11094	79						
Identified disability (PET/IEP)	8	10	8	10	602	5	8	10	8	10	627	6						
LEP	0	0	0	0	162	1	0	0	0	0	169	2						
504 plan	0	0	0	0	99	1	0	0	0	0	101	1						
<b>Participation with accommodations</b>	9	10	9	10	2782	20	9	10	9	10	2747	19						
Identified disability (PET/IEP)	7	78	7	78	1659	60	7	78	7	78	1639	60						
LEP	0	0	0	0	156	6	0	0	0	0	162	6						
504 plan	1	11	1	11	59	2	1	11	1	11	57	2						
Other	1	11	1	11	936	34	1	11	1	11	915	33						
<b>Participation through alternate assessment (PAAP)</b>	0	0	0	0	168	1	0	0	0	0	160	1						
Identified disability (PET/IEP)	0	0	0	0	164	98	0	0	0	0	156	98						
LEP	0	0	0	0	1	1	0	0	0	0	1	1						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0						
<b>Approved non-participation in reading – 1st year LEP</b>	0	0	0	0	7	0												
<b>Approved non-participation – special consideration</b>	0	0	0	0	10	0	0	0	0	0	11	0						
<b>Non-participation – other</b>	2	2	2	2	104	1	2	2	2	2	102	1						

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.

# ELA–READING RESULTS

Date:	March 2007
Grade:	3
District:	MSAD 28
School:	Rockport Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		District		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 361–380)	2005-2006	0	0	0	0	352	3
	<b>2006-2007</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>332</b>	<b>2</b>
	Cum. Avg.	2	2	2	2	342	2
<b>Meets the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 341–360)	2005-2006	57	76	57	76	8641	62
	<b>2006-2007</b>	<b>70</b>	<b>78</b>	<b>70</b>	<b>78</b>	<b>8691</b>	<b>63</b>
	Cum. Avg.	64	76	64	76	8666	63
<b>Partially Meets the Standards</b> – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 331–340)	2005-2006	18	24	18	24	3671	27
	<b>2006-2007</b>	<b>17</b>	<b>19</b>	<b>17</b>	<b>19</b>	<b>3781</b>	<b>27</b>
	Cum. Avg.	18	21	18	21	3726	27
<b>Does Not Meet the Standards</b> – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 300–330)	2005-2006	0	0	0	0	1163	8
	<b>2006-2007</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1021</b>	<b>7</b>
	Cum. Avg.	0	0	0	0	1092	8

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		District		State	
	N	%	N	%	N	%	N	%
<b>Total Reading Cluster</b>	<b>46</b>	<b>100</b>	29.7	64.6	29.7	64.6	28.0	60.9
<b>Literary Text</b>	<b>28</b>	<b>61</b>	19.1	68.2	19.1	68.2	17.9	63.9
<b>Informational Text</b>	<b>18</b>	<b>39</b>	10.7	59.4	10.7	59.4	10.1	56.1

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short authentic texts, selected from developmentally appropriate published works. Items on the MEA measure Grade Level Expectations, based on Maine’s *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

# ELA-READING RESULTS

## (CONTINUED)

Date: March 2007  
 Grade: 3  
 District: MSAD 28  
 School: Rockport Elementary School

REPORTING CATEGORIES	School										District						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	90	3	3	70	78	17	19	0	0	347	90	3	78	19	0	347	13825	2	63	27	7	345
<b>Ethnicity</b>																						
African American	0										0						360	1	40	34	25	338
American Indian/Native Alaskan	0										0						93	0	52	39	10	342
Asian/Pacific Islander	2										2						241	2	68	22	8	345
Hispanic	1										1						168	0	50	33	17	341
White	87	3	3	67	77	17	20	0	0	347	87	3	77	20	0	347	12963	3	64	27	7	345
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	15	0	0	11	73	4	27	0	0	343	15	0	73	27	0	343	2261	0	33	46	21	338
No	75	3	4	59	79	13	17	0	0	347	75	4	79	17	0	347	11564	3	69	24	5	346
<b>Limited English proficient students</b>																						
Current LEP in first year	0										0						4					
Current LEP beyond first year	0										0						314	0	35	34	31	336
<b>Economically disadvantaged</b>																						
Yes	13	0	0	8	62	5	38	0	0	343	13	0	62	38	0	343	5360	1	50	36	13	342
No	77	3	4	62	81	12	16	0	0	347	77	4	81	16	0	347	8465	3	71	22	4	347
<b>Migrant</b>																						
Yes	0										0						4					
No	90	3	3	70	78	17	19	0	0	347	90	3	78	19	0	347	13821	2	63	27	7	345
<b>Gender</b>																						
Female	40	2	5	29	73	9	23	0	0	347	40	5	73	23	0	347	6861	3	67	24	6	346
Male	50	1	2	41	82	8	16	0	0	346	50	2	82	16	0	346	6964	1	59	31	9	344
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	19	0	0	12	63	7	37	0	0	343	19	0	63	37	0	343	2092	0	36	48	15	339
No	71	3	4	58	82	10	14	0	0	348	71	4	82	14	0	348	11733	3	68	24	6	346
<b>Gifted/talented program</b>																						
Yes	0										0						174	16	83	1	0	355
No	90	3	3	70	78	17	19	0	0	347	90	3	78	19	0	347	13651	2	63	28	7	345

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# ELA–READING RESULTS

## (QUESTIONNAIRE ITEMS)

Date: March 2007  
 Grade: 3  
 District: MSAD 28  
 School: Rockport Elementary School

QUESTIONNAIRE ITEMS	School										District						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	16	0	0	13	93	1	7	0	0	346	16	0	93	7	0	346	5	1	41	40	18	340
B. less than one hour	72	3	5	49	77	12	19	0	0	347	72	5	77	19	0	347	80	3	66	26	6	346
C. one to two hours	8	0	0	7	100	0	0	0	0	348	8	0	100	0	0	348	12	2	60	29	9	344
D. more than two hours	4	0	0	0	0	4	100	0	0	338	4	0	0	100	0	338	3	0	30	41	29	336
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?</b>																						
A. The questions on the test match what I have learned in reading class.	25	2	9	15	68	5	23	0	0	348	25	9	68	23	0	348	27	4	63	26	8	346
B. They match some of what I have learned.	47	0	0	34	83	7	17	0	0	346	47	0	83	17	0	346	49	2	69	24	5	346
C. They match just a little of what I have learned.	20	1	6	12	71	4	24	0	0	345	20	6	71	24	0	345	16	1	57	33	9	343
D. There is no match.	8	0	0	6	86	1	14	0	0	347	8	0	86	14	0	347	8	0	45	39	16	340
<b>Which of the following best describes how you rate yourself as a student in reading?</b>																						
A. very good	56	3	6	41	82	6	12	0	0	348	56	6	82	12	0	348	42	4	67	22	7	346
B. good	33	0	0	22	73	8	27	0	0	344	33	0	73	27	0	344	46	2	63	29	7	345
C. fair	11	0	0	7	70	3	30	0	0	344	11	0	70	30	0	344	9	1	51	38	10	342
D. poor	0										0						2	0	30	48	22	337
<b>How hard was the reading part of this test?</b>																						
A. harder than my regular schoolwork	27	0	0	19	79	5	21	0	0	346	27	0	79	21	0	346	22	1	50	36	13	342
B. about the same as my regular schoolwork	38	3	9	25	74	6	18	0	0	348	38	9	74	18	0	348	55	3	69	24	5	346
C. easier than my regular schoolwork	35	0	0	26	84	5	16	0	0	346	35	0	84	16	0	346	23	2	62	28	9	344
<b>How hard were the reading passages on this test?</b>																						
A. Most of the passages were harder than what I normally read.	13	0	0	6	55	5	45	0	0	343	13	0	55	45	0	343	20	0	38	45	16	340
B. Most of the passages were about the same as what I normally read.	48	1	2	35	83	6	14	0	0	347	48	2	83	14	0	347	49	2	68	25	5	346
C. Most of the passages were easier than what I normally read.	40	2	6	29	83	4	11	0	0	348	40	6	83	11	0	348	32	4	70	20	5	347
<b>How much time do you spend reading at home each day?</b>																						
A. more than one hour	13	0	0	9	75	3	25	0	0	347	13	0	75	25	0	347	19	4	65	25	7	346
B. 20 minutes to an hour	58	2	4	41	79	9	17	0	0	347	58	4	79	17	0	347	47	3	68	24	5	346
C. less than 20 minutes	18	0	0	13	81	3	19	0	0	345	18	0	81	19	0	345	19	1	59	32	8	344
D. I rarely read at home.	10	1	11	6	67	2	22	0	0	347	10	11	67	22	0	347	15	1	51	35	14	342
<b>How many pages do you read in school and to complete homework assignments?</b>																						
A. five or fewer pages	19	0	0	8	57	6	43	0	0	343	19	0	57	43	0	343	26	2	57	32	10	343
B. six to ten pages	28	0	0	17	85	3	15	0	0	344	28	0	85	15	0	344	23	2	64	27	7	345
C. eleven or more pages	53	2	5	29	76	7	18	0	0	348	53	5	76	18	0	348	51	3	66	25	6	346
<b>Optional school/district question</b>																						
A.	0										0											
B.	100	0	0	0	0	3	100	0	0	338	100	0	0	100	0	338						
C.	0										0											
D.	0										0											

# MATHEMATICS RESULTS

Date:	March 2007
Grade:	3
District:	MSAD 28
School:	Rockport Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		District		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 361–380)	2005-2006	7	9	7	9	1295	9
	<b>2006-2007</b>	<b>16</b>	<b>18</b>	<b>16</b>	<b>18</b>	<b>1985</b>	<b>14</b>
	Cum. Avg.	12	14	12	14	1640	12
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 341–360)	2005-2006	52	69	52	69	6852	49
	<b>2006-2007</b>	<b>59</b>	<b>66</b>	<b>59</b>	<b>66</b>	<b>6990</b>	<b>51</b>
	Cum. Avg.	56	67	56	67	6921	50
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 325–340)	2005-2006	13	17	13	17	4081	29
	<b>2006-2007</b>	<b>11</b>	<b>12</b>	<b>11</b>	<b>12</b>	<b>3673</b>	<b>27</b>
	Cum. Avg.	12	14	12	14	3877	28
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 300–324)	2005-2006	3	4	3	4	1638	12
	<b>2006-2007</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>1193</b>	<b>9</b>
	Cum. Avg.	4	5	4	5	1416	10

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		District		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	15	31	8.7	58.0	8.7	58.0	7.7	51.3
Cluster 2: Shape and Size	14	29	11.2	80.0	11.2	80.0	10.5	75.0
Cluster 3: Mathematical Decision Making	5	10	3.6	72.0	3.6	72.0	3.3	66.0
Cluster 4: Patterns	14	29	10.5	75.0	10.5	75.0	9.8	70.0

- Cluster 1: Numbers and Operations**  
 A. Numbers and Number Sense  
 B. Computation  
 I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**  
 E. Geometry  
 F. Measurement
- Cluster 3: Mathematical Decision Making**  
 C. Data Analysis and Statistics  
 D. Probability
- Cluster 4: Patterns**  
 G. Patterns, Relations, and Functions  
 H. Algebra Concepts  
 K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/salt/gles.htm>.

# MATHEMATICS RESULTS

## (CONTINUED)

Date: March 2007  
 Grade: 3  
 District: MSAD 28  
 School: Rockport Elementary School

REPORTING CATEGORIES	School										District						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	90	16	18	59	66	11	12	4	4	351	90	18	66	12	4	351	13841	14	51	27	9	347
<b>Ethnicity</b>																						
African American	0										0						367	6	28	37	28	335
American Indian/Native Alaskan	0										0						93	4	42	40	14	340
Asian/Pacific Islander	2										2						247	16	51	22	11	347
Hispanic	1										1						168	7	42	32	20	339
White	87	16	18	56	64	11	13	4	5	351	87	18	64	13	5	351	12966	15	51	26	8	347
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	15	1	7	9	60	3	20	2	13	345	15	7	60	20	13	345	2266	6	34	39	21	338
No	75	15	20	50	67	8	11	2	3	353	75	20	67	11	3	353	11575	16	54	24	6	349
<b>Limited English proficient students</b>																						
Current LEP in first year	0										0						10	0	30	30	40	326
Current LEP beyond first year	0										0						321	4	28	34	34	333
<b>Economically disadvantaged</b>																						
Yes	13	2	15	6	46	4	31	1	8	344	13	15	46	31	8	344	5371	7	44	34	14	342
No	77	14	18	53	69	7	9	3	4	352	77	18	69	9	4	352	8470	19	54	22	5	350
<b>Migrant</b>																						
Yes	0										0						4					
No	90	16	18	59	66	11	12	4	4	351	90	18	66	12	4	351	13837	14	51	27	9	347
<b>Gender</b>																						
Female	40	10	25	21	53	7	18	2	5	352	40	25	53	18	5	352	6865	14	50	27	9	347
Male	50	6	12	38	76	4	8	2	4	351	50	12	76	8	4	351	6976	14	51	26	9	347
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	19	2	11	11	58	5	26	1	5	345	19	11	58	26	5	345	2098	3	37	43	17	338
No	71	14	20	48	68	6	8	3	4	353	71	20	68	8	4	353	11743	16	53	24	7	348
<b>Gifted/talented program</b>																						
Yes	0										0						174	63	34	3	0	366
No	90	16	18	59	66	11	12	4	4	351	90	18	66	12	4	351	13667	14	51	27	9	347

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# MATHEMATICS RESULTS

## (QUESTIONNAIRE ITEMS)

Date: March 2007  
 Grade: 3  
 District: MSAD 28  
 School: Rockport Elementary School

QUESTIONNAIRE ITEMS	School										District						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
		%	N	%	N	%	N	%	N			%	%	%	%			%	%	%	%	
<b>How much homework do you do on school nights?</b> A. none B. less than one hour C. one to two hours D. more than two hours	16 72 8 4	3 11 2 0	21 17 29 0	10 41 5 2	71 64 71 50	0 10 0 1	0 16 0 25	1 2 0 1	7 3 0 25	355 351 357 338	16 72 8 4	21 17 29 0	71 64 71 50	0 16 0 25	7 3 0 25	355 351 357 338	5 80 12 3	7 16 12 3	38 52 50 26	34 26 28 34	21 6 10 37	339 348 346 332
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?</b> A. The questions on the test match what I have learned in mathematics class. B. They match some of what I have learned. C. They match just a little of what I have learned. D. There is no match.	34 44 16 6	6 7 2 0	20 18 14 0	20 22 11 4	67 58 79 80	4 5 1 1	13 13 7 20	0 4 0 0	0 11 0 0	352 350 353 350	34 44 16 6	20 18 14 0	67 58 79 80	13 13 7 20	0 11 0 0	352 350 353 350	37 44 13 6	20 13 8 5	52 54 45 30	22 26 34 40	6 7 13 24	350 347 342 337
<b>Which of the following best describes how you rate yourself as a student in mathematics?</b> A. very good B. good C. fair D. poor	39 47 13 1	8 7 1 0	24 18 9 0	25 23 6 0	76 58 55 0	0 7 4 0	0 18 36 0	0 3 0 1	0 8 0 100	357 348 349 318	39 47 13 1	24 18 9 0	76 58 55 0	0 18 36 0	0 8 0 100	357 348 349 318	40 46 12 2	21 12 6 3	50 53 46 31	21 28 36 40	8 7 11 26	349 347 342 336
<b>How hard was the mathematics part of this test?</b> A. harder than my regular schoolwork B. about the same as my regular schoolwork C. easier than my regular schoolwork	9 57 34	0 8 7	0 16 23	5 36 18	63 72 60	2 3 5	25 6 17	1 3 0	13 6 0	341 352 353	9 57 34	0 16 23	63 72 60	25 6 17	13 6 0	341 352 353	15 56 29	5 15 18	38 54 51	38 25 23	19 6 7	339 348 349
<b>How often do you use hands-on materials in mathematics class?</b> A. almost every day B. two or three days a week C. two or three times each month D. never	28 42 22 8	4 7 3 1	17 19 16 14	15 24 13 4	63 67 68 57	4 3 3 1	17 8 16 14	1 2 0 1	4 6 0 14	349 353 353 344	28 42 22 8	17 19 16 14	63 67 68 57	17 8 16 14	4 6 0 14	349 353 353 344	32 32 27 9	11 17 18 9	47 53 54 44	32 24 22 32	11 6 6 14	344 349 350 343
<b>How often do you use calculators in mathematics class?</b> A. almost every day B. two or three days a week C. two or three times each month D. never	9 33 47 11	0 6 8 2	0 21 20 20	7 16 28 6	88 55 68 60	1 5 3 2	13 17 7 20	0 2 2 0	0 7 5 0	349 350 352 351	9 33 47 11	0 21 20 20	88 55 68 60	13 17 7 20	0 7 5 0	349 350 352 351	7 20 46 27	4 11 19 11	33 51 54 49	43 29 21 29	20 9 5 11	337 346 350 345
<b>On average, how many minutes a day do you spend working on mathematics in class?</b> A. less than 30 minutes B. 30–45 minutes C. 45–60 minutes D. more than 60 minutes	14 24 42 20	1 2 10 3	8 10 27 17	6 15 21 15	50 71 57 83	4 3 4 0	33 14 11 0	1 1 2 0	8 5 5 0	345 350 352 356	14 24 42 20	8 10 27 17	50 71 57 83	33 14 11 0	8 5 5 0	345 350 352 356	15 31 32 22	7 13 18 17	41 53 53 50	38 27 22 24	14 7 6 9	341 347 349 348
<b>Optional school/district question</b> A. B. C. D.	0 100 0 0			1	33	1	33	1	33	338	0 100 0 0	0	33	33	33	338						